

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

School Results

School: C K Burns School

District: RSU 23

Code: 3168-1375



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

Grade Level Summary Report

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				215	42	20	111	52	44	20	18	8	647	321	17	54	21	7	646	13,494	17	55	20	8	647	
MATH				215	45	21	98	46	35	16	37	17	645	321	20	47	15	18	644	13,500	22	43	17	18	644	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

Reading Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

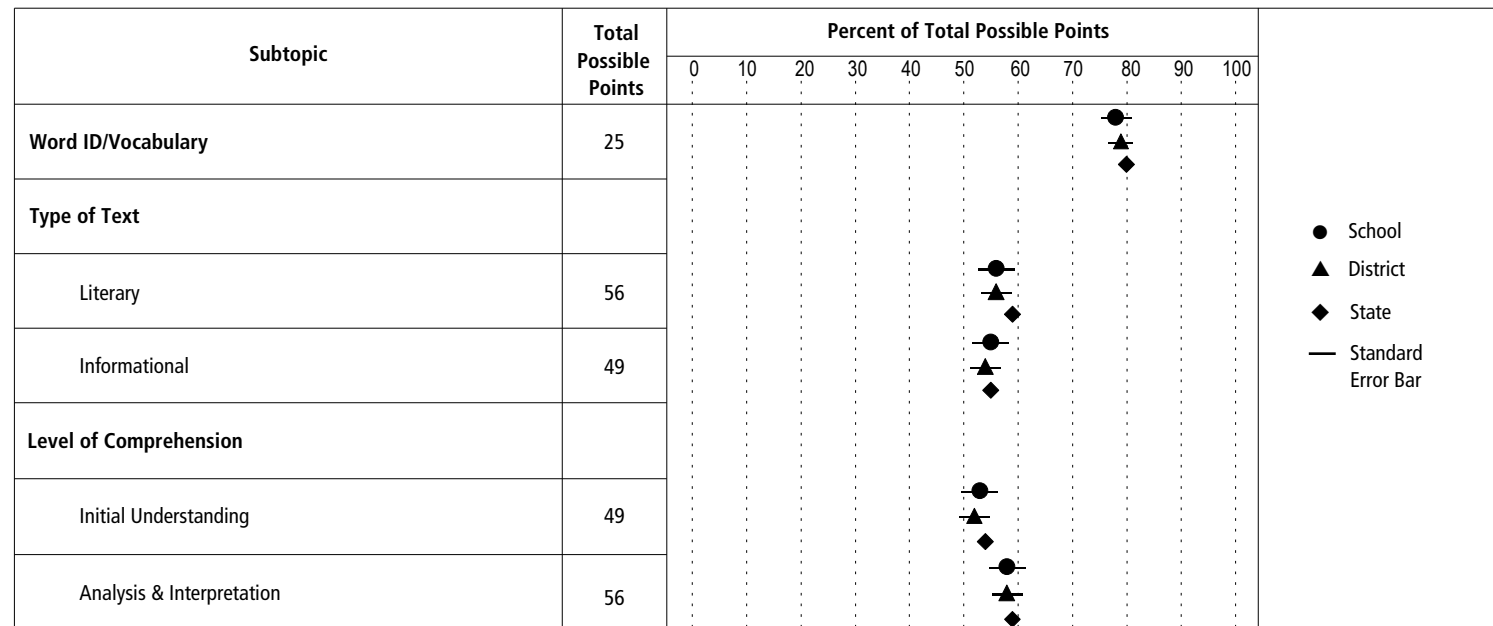
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				191	15	8	111	58	49	26	16	8	644
2010-11				217	35	16	129	59	42	19	11	5	647
2011-12				215	42	20	111	52	44	20	18	8	647
Cumulative Total				623	92	15	351	56	135	22	45	7	646
District													
2009-10				285	21	7	175	61	68	24	21	7	644
2010-11				294	44	15	167	57	65	22	18	6	646
2011-12				321	56	17	173	54	68	21	24	7	646
Cumulative Total				900	121	13	515	57	201	22	63	7	645
State													
2009-10				13,946	1,647	12	7,899	57	3,268	23	1,132	8	645
2010-11				13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12				13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
Cumulative Total				41,099	5,867	14	23,205	56	8,798	21	3,229	8	646





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

Disaggregated Reading Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				215	42	20	111	52	44	20	18	8	647	321	17	54	21	7	646	13,494	17	55	20	8	647
Gender																									
Male				112	14	13	52	46	31	28	15	13	643	169	10	50	28	12	643	6,871	11	55	24	10	644
Female				103	28	27	59	57	13	13	3	3	651	152	26	58	14	3	651	6,623	24	54	17	5	649
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										3						189	13	54	20	13	645
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						102	18	44	27	11	644
Asian				7										7						204	25	49	17	9	649
Black or African American				7										7						391	7	40	25	27	638
Native Hawaiian or Pacific Islander				0										0						19	21	63	16	0	649
White				198	40	20	103	52	41	21	14	7	647	304	18	54	21	7	646	12,436	18	55	20	7	647
Two or more races				0										0						153	14	56	22	9	645
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				5										5						388	4	34	32	30	635
Former LEP student - monitoring year 1				4										4						38	26	74	0	0	655
Former LEP student - monitoring year 2				0										0						13	15	85	0	0	650
All Other Students				206	42	20	105	51	42	20	17	8	647	312	18	54	21	7	646	13,055	18	55	20	7	647
IEP																									
Students with an IEP				39	1	3	10	26	17	44	11	28	635	56	2	27	41	30	634	2,222	1	26	42	30	634
All Other Students				176	41	23	101	57	27	15	7	4	649	265	21	60	17	3	649	11,272	21	60	16	3	649
SES																									
Economically Disadvantaged Students				81	7	9	38	47	26	32	10	12	642	126	7	52	32	10	642	6,146	9	51	27	12	643
All Other Students				134	35	26	73	54	18	13	8	6	650	195	24	55	14	6	649	7,348	24	58	14	4	650
Migrant																									
Migrant Students				0										0						3					
All Other Students				215	42	20	111	52	44	20	18	8	647	321	17	54	21	7	646	13,491	17	55	20	8	647
Title I																									
Students Receiving Title I Services				13	0	0	3	23	5	38	5	38	634	34	0	41	41	18	638	2,374	6	48	35	12	641
All Other Students				202	42	21	108	53	39	19	13	6	648	287	20	55	19	6	647	11,120	20	56	17	7	648
504 Plan																									
Students with a 504 Plan				1										4						335	12	62	21	4	646
All Other Students				214	42	20	110	51	44	21	18	8	647	317	17	54	21	8	646	13,159	18	55	20	8	647

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

Mathematics Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

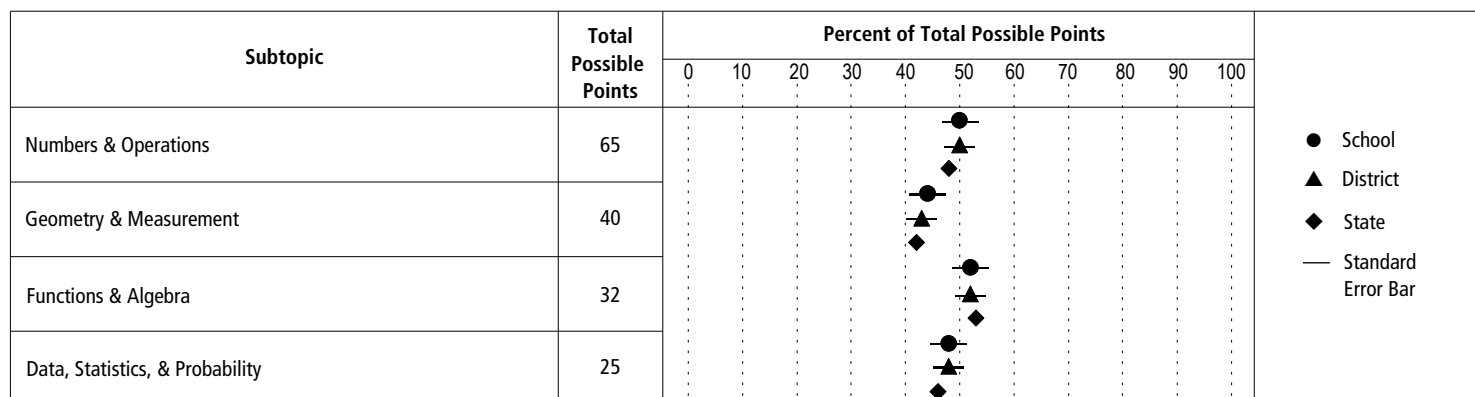
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				193	31	16	79	41	45	23	38	20	643
2010-11				219	45	21	97	44	45	21	32	15	644
2011-12				215	45	21	98	46	35	16	37	17	645
Cumulative Total				627	121	19	274	44	125	20	107	17	644
District													
2009-10				287	47	16	118	41	71	25	51	18	643
2010-11				296	55	19	134	45	62	21	45	15	643
2011-12				321	63	20	150	47	49	15	59	18	644
Cumulative Total				904	165	18	402	44	182	20	155	17	643
State													
2009-10				13,964	2,782	20	5,991	43	2,737	20	2,454	18	643
2010-11				13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12				13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
Cumulative Total				41,169	8,586	21	17,579	43	7,692	19	7,312	18	643





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2010-2011

Disaggregated Mathematics Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				215	45	21	98	46	35	16	37	17	645	321	20	47	15	18	644	13,500	22	43	17	18	644
Gender																									
Male				112	20	18	49	44	21	19	22	20	643	169	16	47	15	22	643	6,875	22	42	17	19	644
Female				103	25	24	49	48	14	14	15	15	646	152	24	47	16	14	646	6,625	21	44	18	18	644
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										3						188	13	38	24	24	640
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						102	12	40	23	25	640
Asian				7										7						206	30	44	12	15	647
Black or African American				7										7						399	5	29	20	46	634
Native Hawaiian or Pacific Islander				0										0						19	26	58	11	5	649
White				198	41	21	93	47	31	16	33	17	645	304	19	48	15	18	644	12,433	22	43	17	17	644
Two or more races				0										0						153	17	46	17	20	643
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				5										5						400	3	27	21	50	632
Former LEP student - monitoring year 1				4										4						38	37	58	5	0	653
Former LEP student - monitoring year 2				0										0						13	31	46	23	0	648
All Other Students				206	42	20	96	47	31	15	37	18	645	312	19	47	14	19	644	13,049	22	43	17	17	644
IEP																									
Students with an IEP				39	0	0	6	15	12	31	21	54	630	56	0	20	25	55	631	2,217	4	21	21	54	632
All Other Students				176	45	26	92	52	23	13	16	9	648	265	24	52	13	11	647	11,283	25	47	17	11	646
SES																									
Economically Disadvantaged Students				81	7	9	32	40	18	22	24	30	639	126	10	40	21	29	640	6,152	11	39	22	27	640
All Other Students				134	38	28	66	49	17	13	13	10	648	195	26	51	11	12	647	7,348	30	46	13	11	647
Migrant																									
Migrant Students				0										0						3					
All Other Students				215	45	21	98	46	35	16	37	17	645	321	20	47	15	18	644	13,497	22	43	17	18	644
Title I																									
Students Receiving Title I Services				13	0	0	2	15	4	31	7	54	635	34	3	26	21	50	636	2,376	5	34	28	33	637
All Other Students				202	45	22	96	48	31	15	30	15	645	287	22	49	15	15	645	11,124	25	45	15	15	645
504 Plan																									
Students with a 504 Plan				1										4						335	19	47	20	13	644
All Other Students				214	45	21	97	45	35	16	37	17	645	317	20	47	15	19	644	13,165	22	43	17	18	644

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Note: Some numbers may have been left blank because fewer than ten (10) students were tested.